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ABSTRACT

This is the report of a conference held in March 1980, for the purposes of sharing, among black educators, experiences with successful education programs and devising strategies for improving ineffective schools. The introductory addresses by Shirley Chisholm and Augustus F. Hawkins are summarized, as are the presentations of John Algee, Mary Berry, Ronald R. Edmonds, Geneva Gay, Carol Gibson, R. David Hall, Norris L. Hogans, John Smith, and Kenneth S. Tollett. Then five workshops given at the conference are discussed in detail. The topics of these workshops were: (1) economics and public financing of schools: (2) community and family concerns: (3) discipline: (4) educational diagnosis, evaluation, and placement in relation to curriculum: and (5) alternative education. A list of conference participants and a selected bibliography are appended to the report. (GC)

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BLACK EDUCATORS' CONFERENCE

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...the purpose of the Black Educators' Conference is to share with each other the experiences that educators have had with successful programs and to improve the ineffective schools that exist in many areas of this country.

...as a nation we pride ourselves on being so brave and smart that we have developed a great technology to put a man on the moon and to split the atom, but somehow we have not been smart enough to teach young people how to read, write and do simple arithmetic.

Congressman Augustus F. Hawkins

...the national budget, whether the President's version or the House of Representatives' version, will have deleterious effects on Blacks and other minorities.

...we must not be afraid to rock the boat in local community school districts and to hold school board members accountable.

Congresswoman Shirley Chisholm

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"SCHOOLS THAT WORK—A RECOMMITMENT TO PUBLIC EDUCATION"

March 27-28, 1980

ROOM 2257 RAYBURN HOUSE OFFICE BUILDING
Washington, D.C.

SPONSORED BY:

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"SCHOOLS THAT WORK— A RECOMMITMENT TO PUBLIC EDUCATION"

CONTENTS

INTRODUCTION AND SUMMARY OF PRESENTATIONS 4

CO-SPONSORS 6

PRESENTERS 6

GUEST 7

CONFERENCE COORDINATOR 7

WORKSHOPS

I. Economics and Public Financing of Schools 8

II. Community and Family Concerns 10

III. Discipline 12

IV. Educational Diagnosis/Evaluation and Placement Curriculum 14

V. Alternative Education 15

RECEPTION FOR ELUSIVE EQUALITY: THE STATUS OF BLACK AMERICANS IN HIGHER EDUCATION 18

CONFERENCE PARTICIPANTS 21

SELECTED BIBLIOGRAPHY 23

BLACK EDUCATORS' CONFERENCE INTRODUCTION AND SUMMARY OF PRESENTATIONS

By: Wayne D. Bullock, Research Assistant

INTRODUCTION

THE HONORABLE CONGRESSPERSONS SHIRLEY CHISHOLM AND AUGUSTUS F. HAWKINS and the Institute for the Study of Educational Policy (ISEP) at Howard University, in an effort to identify and promote models of successful Black schools, sponsored the Black Educators' Conference on March 27-28, 1980, at the Rayburn House Office Building, Washington, D.C. The theme of the Conference was "Schools That Work: A Recommitment to Public Education." Black educators, academicians, legislators, administrators and parents, from around the country, discussed and analyzed factors, policies, and practices which relate to academic achievement. The summaries and reports do not begin to capture the enthusiasm and excitement stimulated by the Conference.

Too many public schools today are not adequately teaching our children the fundamental skills and attitudes necessary for academic progress—reading, writing, and arithmetic. Thus, there is a need to identify and eliminate the problems that hamper the academic progress of Black children.

Congresspersons Hawkins and Chisholm welcomed the participants of the Conference, expressing hope and confidence that this would be an opportunity to share one another's views and reach more definitive conclusions about elementary and secondary education. The experiences of Black educators could pave the road to improving the ineffective schools that exist in many areas of this country.

Congressman Hawkins explained the purposes of the Black Educators' Conference. He stated that the purposes of the Conference are to share with one another the experiences of Black educators who have been involved with successful educational programs and to attempt to devise strategies for improving ineffective schools which exist in many areas of this country. He stated that budget cuts and other problems concerning education must not impede the educator's ability to be creative and innovative. "The stakes and consequences to our communities are simply too high for this to happen." In closing, he stated that as a nation, we pride ourselves on being so brave and smart that we have developed a technology so great as to put a man on the moon and to split the atom, but somehow we have not been smart enough to teach all of our young people how to read, write and do simple arithmetic. "If, however," he concluded, "we can bring at least some common purpose and understanding to the field of education, this Conference will have been an overwhelming success."

Congresswoman Chisholm discussed the national budget, whether the President's version or the House of Representatives' version will have deleterious effects on Blacks and other minorities. Not only will health and educational programs be cut drastically, she explained, but some programs that benefit minorities, the elderly and the poor will be eliminated completely. Congresswoman Chisholm continued by introducing the concept of alternative education. She has introduced a bill in the House and Senate that would provide funding for alternative and worksite education. This bill would enable young students, who have difficulty functioning in the traditional classroom setting, to continue to develop their academic, occupational and social skills. In moving toward this goal, the Congresswoman stated that "the system is not going to look too kindly on any movers that will usurp its power." Finally, we must not be afraid to "rock the boat" in local community school districts and to hold school board members accountable.

Dr. Kenneth S. Tollett, Director of ISEP, acknowledged the Institute's longstanding association with Congresswoman Shirley Chisholm and Congressman Augustus F. Hawkins and their dedicated leadership in the struggle to insure equal educational opportunity for Hispanics and Blacks. For the creation and sustenance of an effective educational system, Dr. Tollett identified four necessary requirements: (1) the teacher must have unconditional respect for the dignity and integrity of the student, (2) the teacher must believe that the student is educable, (3) the teacher must have enthusiasm for the subject matter, and (4) the teacher must know the subject matter. These four ingredients, he explained, should result in effective teaching and learning. Dr. Tollett stressed the importance of self-esteem to insure educational achievement among Blacks; this is especially critical in the face of racism and the brutalization of Blacks.

After the welcomes by Congresswoman Chisholm, Congressman Hawkins and Dr. Tollett, the presenters briefed the participants on the content of their scheduled workshops. The workshops covered a two day period The first day involved discussion and analysis, and the second involved the identification of findings and the making of recommendations.

Presentations

Dr. Tollett headed the workshop, *Economics and Public Financing of Schools*. He pointed to the increasing revolt by certain groups against public financing of public schools, evidenced by demands for tuition tax credits, educational vouchers and California's Proposition Thirteen. These proposals, if implemented, would disproportionately benefit whites, who could then afford to send their children to private schools.

Dr. Tollett warned against increased disinterest in public financing of schools and hoped that the workshop session would discuss these problems and make recommendations to insure that all children have equal educational opportunities.

Dr. N. L. Hogans led the *Discipline* Workshop. He introduced the idea of a "no suspension policy," and how it had effectively been institutionalized in his high school. His workshop, he hoped, could give specific examples of discipline problems and how best to deal with them. He stressed the importance of respect for both teachers and students.

Dr. Mary Berry introduced the workshop, *Educational Diagnosis, Evaluation and Placement*. She discussed the controversy surrounding testing and the perceived decline in the quality of education. Dr. Berry maintained, however, that testing can be used as a tool for holding school accountable for the education of our children. She noted the role of the federal government in the testing arena and that its role, in essence, is to support testing.

Dr. John Algee was scheduled to co-chair the session with Dr. Berry. He discussed the program he founded that helps young Black students apply and secure financial aid for col-

lege. By aiding students in the completion and filing of these forms, it expedites their college admission. There is no charge for this service, other than for recipients to recommend and refer other students to the program. This program is successful because it encourages young people and helps to eliminate hopelessness and despair.

Dr. Geneva Gay, chaired the workshop entitled *Curriculum*. Dr. Gay discussed the current emphasis in education and its impact and effect on Black people. Dr. Gay emphasized a set of goals for a curriculum to improve education: (1) involvement of copability skills along with the basic skills for the development of intellectual and vocational skills; (2) development of psychological security through positive concepts; (3) development of skills in politicization: Blacks must learn how to obtain, take, use, and maintain power and how to serve it for their own benefit; (4) commitment to communalism; (5) examination and a reordering of the value system; (6) development of culturism, that is, skills in functioning at home as well as in mainstream society; (7) development of the intellectual ability to function within and to impact on the "system"; (8) development of creativity and a steady potentiality within Black students; (9) the emphasizing of values and development of high expectations in all areas and levels of performance.

Mr. Ronald Edmonds, led the workshop entitled *Community and Family Concerns*. Mr. Edmonds explained that he is not trying to save the public schools, but is attempting to illustrate the most appropriate environments that are conducive to learning. The successful school models can then be used in schools which are instructionally ineffective. He identified examples of public schools that effectively teach children to acquire basic skills and stressed that these schools can indeed be found.

Dr. Sarah Moten, also gave a presentation on family and community concerns and explained that family and community support are indispensable for educational achievement. When there is a strong bond between the two, there is unmistakable evidence of growth in the academic arena. To assist in effective teaching, parents must demonstrate through action and expectation that they want their children to learn. In conclusion, the community and family must join together to adopt measures of fiscal support; the failure to do so continually undermines the educational system.

Mr. David Hall and **Ms. Carol Gibson** chaired the workshop on *Alternative Education*. Mr. Hall stated that the D.C. Street Academy could be used as an example of alternative education. The Street Academy has incorporated into its curriculum not only the basics, but also character building programs based on philosophy, religion, politics, government, and community and family development. Mr. Hall further explained that it is necessary to include, in the curriculum, meaningful political action methods in order to harness the voters and political power that minorities have and to connect these assets to a political objective which will benefit them.

CO–SPONSORS

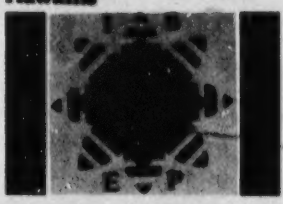
Chisholm

Congresswoman Shirley Chisholm (D-12th Congressional District of N.Y.) is the senior Democratic Congresswoman in the U.S. House of Representatives. She is the only woman—and only Black American—to sit on the powerful House Rules Committee. Ms. Chisholm's strong belief in the necessity of education, both basic and continuing, is reflected in her own career; she holds three degrees in education and has received fifteen honorary doctorates from schools across the nation. She is the author of two books, *Unbought and Unbossed*, her autobiography, and *The Good Fight*, the story of her 1972 bid for the Presidency.

Hawkins

Congressman Augustus F. Hawkins (D-29th Congressional District of California) In Congress, Mr. Hawkins serves on the very important Committee on Education and Labor. He is the Chairman of its Subcommittee on Employment Opportunities, which has jurisdiction over matters dealing primarily with employment and training. During the 95th Congress, Mr. Hawkins authored many major laws PL95-523, The Humphrey-Hawkins Full Employment and Balanced Growth Act of 1978; PL95-524, CETA; PL95-555, The Pregnancy Disability Act.

Congressman Hawkins earned a degree in Economics from the University of California at Los Angeles. In recognition of Congressman Hawkins' outstanding contribution to education and labor, as well as his Full Employment and Balanced Growth legislation, Lincoln University conferred an honorary degree of Doctor of Laws on him in May, 1978.

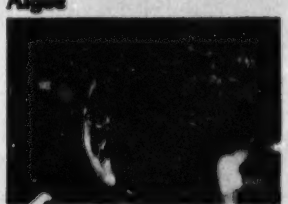


Institute for the Study of Educational Policy—The Howard University Institute for the Study of Educational Policy (ISEP) is the outgrowth of serious efforts by eminent educators and some private foundations to establish a national commission on the education of Black Americans. A series of grants totalling nearly $2 million from the Ford Foundation in conjunction with funds from the University have enabled Howard to become the first predominantly Black higher educational institution to establish a national policy research center of this magnitude. ISEP began start-up operations in March, 1974. The Institute has published 9 major volumes, 2 Occasional Papers and 1 Report.

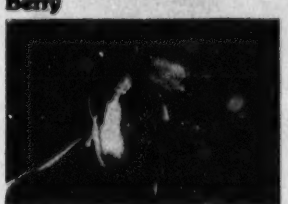
PRESENTERS

Algee

Dr. John Algee, Staff Physician at the Howard University Hospital. He is a graduate of Langston University (B.S.), University of Illinois (M.S.), and Howard University (M.D.). Dr. Algee's previous positions include: Chief of Area C, D.C. Health and Human Resources; Chief of Geriatrics, D.C. Health Department; Instructor in Biology and Physiology, Savannah State College. He is published in the *National Medical Association Journal*. Dr. Algee is President of the D.C. Association for the Survival of Black Colleges and Universities.


Berry

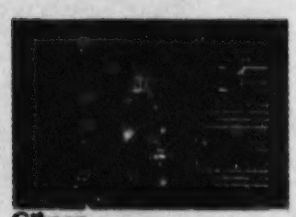
Dr. Mary Berry, Senior Fellow at the Institute for the Study of Educational Policy and Professor of History and Law at Howard University. Dr. Berry served as the Assistant Secretary of Education in the U.S. Department of Health, Education and Welfare. Prior to her service at H.E.W., Dr. Berry was Chancellor of the University of Colorado. She earned both a bachelor's and master's degree at Howard University and received a doctorate in History from the University of Michigan and the Juris Doctor degree from the University of Michigan Law School. Dr. Berry's publications include: *Black Resistance, White Law: A History of Constitutional Racism in America; Black Citizenship and the Constitution 1961-1968.*


Edmonds

Ronald R. Edmonds, Lecturer, Research Associate and member of the University Panel of Hearing Officers at Harvard University Graduate School of Education. Mr. Edmonds' current interest is directing the research project, *Search for Effective Schools: The Identification and Analysis of City Schools that are Instructionally Effective for Poor Children.* Mr. Edmonds' other major responsibility is as Senior Assistant for Instruction, in which he is the principal instructional officer of the New York City Schools.

Gay

Dr. Geneva Gay, Associate Professor of Education at Purdue University. She received both B.A. and M.A. degrees from the University of Akron, in Comprehensive Social Studies and History, respectively. The Ph.D. degree was earned from the University of Texas in Curriculum and Instruction. Dr. Gay's previous positions include high school social studies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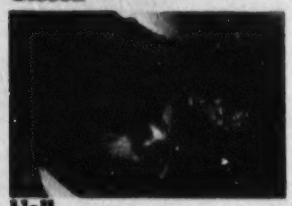

Hall

Hogans

Smith

Tollett

Mitchell

King

teacher, Assistant Professor and Associate Professor, and Associate Director for Program Development of the Association for Supervision and Curriculum Development. Her publications include: "Talking Black in the Classroom;" "Does the Pot Melt, Boil or Brew: Black Children and White Assessment Procedures;" and "Teaching American History: The Quest for Relevancy."

Carol Gibson, Director of Education for the National Urban League. She received the B.A. degree from Queens College, University of the City of New York and M.S./Sociology from the University of Chicago and M.A./Educational Counseling from Yeshiva University Graduate Center, New School for Social Research, New York. Ms. Gibson served on the Board of Education for the City of New York before taking her present position with the National Urban League. Her publications include: "Implications of the Future Participation of Minorities and Women in Vocational Education Programs," *Future of Vocational Education.*

R. David Hall, Executive Director of D.C. Street Academy. Mr. Hall was graduated from Morristown College in pre-law and later earned a degree from Howard University where he majored in political science. Georgetown University Law Center awarded Mr. Hall a law degree.

Dr. Norris L. Hogans, Principal, Carver Comprehensive High School, Atlanta, Georgia. Dr. Hogans received the B.A. degree from Morris Brown College and the M.A., Ed.S. and Ed.D. degrees from Atlanta University. He has held previous positions in the Atlanta Public School System as coach, teacher, community school director, and elementary principal. Dr. Hogans is published in the *National Journal of Community Education.*

John Smith, Administrative Assistant to Congressman Augustus F. Hawkins. Earned the B.A. in Sociology and M.A. in Education from Los Angeles State University. Mr. Smith has held previous positions which include: Reading Specialist, Manpower Training Specialist with War on Poverty and Director of Minority Admissions at California State College. He is published in the *Journal of Social and Behavioral Science* and the *Urban Review.*

Dr. Kenneth S. Tollett, Distinguished Professor of Higher Education, serves both as Chairman of the National Advisory Board and Director of the Institute for the Study of Educational Policy at Howard University. Dr. Tollett Received his A.B., J.D., and M.A. degrees from the University of Chicago. Before assuming his current positions, Dr. Tollett served as Dean and Professor at the Texas Southern University School of Law, Visiting Fellow at the Center for the Study of Democratic Institutions, Visiting Professor at the University of Colorado School of Law, and a Member of the Carnegie Commission on the Future of Higher Education.

Among his many publications are "Commentary" in Bowles and DeCosta's *Between Two Worlds: A Profile of Negro Higher Education* and "The Viability and Reliability of the U.S. Supreme Court as an Institution for Social Change and Progress Beneficial to Blacks," Parts I and II, *Black Law Journal.*

GUEST

Congressman Parren J. Mitchell, (D-7th District of Md.) He received his A.B. degree in Sociology and a M.A. degree in Sociology from the University of Maryland. He has held past positions as Executive Secretary with the Maryland Commission on Interracial Problems and Relations, Executive Director of the Community Action Agency, and Professor of Sociology and Assistant Director of the Urban Studies Institute, Morgan State College, Baltimore.

CONFERENCE COORDINATOR

Joseph King, Jr. Congressional Legislative Intern—Congressional Black Caucus Foundation assigned to Congressman Augustus F. Hawkins. Mr. King has a B.A. degree from Xavier University—Graduate School in Criminal Justice and is currently a doctoral candidate in Social Science and Education at the University of Cincinnati: His professional work experiences include: Training Officer and Equal Opportunity Specialist for the U.S. Equal Employment Opportunity Commission, a Probation Officer for the Hamilton County—Ohio Juvenile Court and Research Assistant for the University of Cincinnati.

THE ECONOMICS AND PUBLIC FINANCING OF SCHOOLS

Presenter: **Dr. Kenneth S. Tollett,** Director
Institute for the Study of Educational Policy
Howard University
Washington, D.C.

By: Luther Brown, Research Assistant

The public educational system in this country remains the backbone of opportunity for Black-Americans and other groups who are the victims of racism and economic inequality. The vast majority of Black American children are to be found within the public educational system; therefore, their fate is intertwined with the health, productivity and general well-being of this enterprise.

The current budget cuts, and the national mood of retrenchment are clearly detrimental to the interest of Blacks, the poor and in general those least able to respond politically. The impact of these cuts on public education will be severe and will cause the reversal of the limited progress made over the last fifteen years. Those interested in equal educational opportunity and in the proper education of Black Americans must not give in to retrenchment. If we start cutting we will lose. We cannot go backward, we must go forward.

The workshop on the Economics and Public Financing of Schools decided to approach this very important topic from two levels.

1. The political-social level or the politics of public support for public education.

2. The technical level or the hows and whys of financing public education.

These respective approaches lead to extensive discussions of the varying factors which impact on the public education funding process. What follows is an attempt to assess and document some of those factors. An attempt is made to point out some of the dangers such as the current politics of retrenchment, which will adversely affect Blacks and equal educational opportunity, unless it is transformed into the politics of equity, diversity, and understanding.

Some contradictory assertions which especially impact Blacks are:

- Education is among the most vital public services since it contributes to the future well-being of society and individuals; therefore, present levels of support should be continued, if not increased.
- The schools are not using resources well and not delivering results commensurate with the tax dollars they receive; therefore, the emphasis should be on greater efficiency rather than on additional support.
- As enrollment declines with the aging of the "babyboom" cohort, there should be corresponding reductions in the schools' claims on society's resources.
- Equity for students with special needs is a goal that requires increased resources and that, if students are not to suffer, this means overall support for education must increase. (U.S. DHEW, 1979)

Notwithstanding these contradictory assertions, the primary theme in school finance today should be equity in distributing the benefits and burdens of education. It is critical that this issue remain prominent on the federal agenda during these times.

The finances of public education at present are as follows:

- 1977-78—$81.1 billion in public outlays for public schools (Study Plan for Congressionally Mandated Study of School Finance, 1979)
- Average per capita—$1,699 per enrolled pupil
- Public outlays for public schools constitute 4.3% of the Gross National Product (GNP)
- Federal contribution—1977-78—7.15 billion or 8.7%

There are certain factors that impact the financing of public education. Those factors are:

1. Size and composition of enrollment
2. State and local revenue base
3. Rate of inflation
4. Structure of teaching force
5. State school finance reform
6. Expenditure and tax limitation reform movement
7. New federal standards for education, e.g., access for the handicapped and other special groups

Fleming, Swinton and Gill in *The Case for Affirmative Action for Blacks in Higher Education* state, "From the birth of the Constitution, Blacks have fought for their rightful place as citizens of this country, but in the past American society has offered them justice with one hand while withdrawing it with the other" (Fleming, 1978).

A number of laws have been passed to advance educational opportunities, including the civil rights bills, from 1866 to the present which were supposed to ensure the civil rights of Blacks. When we look at the implementation of many of these statutes, we see that they were poorly or only partially enforced. Some of the laws aimed at directing educational policy were:

1. The Northwest Ordinance of 1785 and 1787 established education as a national policy favored by the Continental Congress.

2. The Morrill Act of 1862 established land-grant colleges and reinforced the notion that education was a proper subject for federal support and federal policy.

3. The Smith-Hughes Act of 1917, supported secondary school training in agriculture, home economics, and industrial education.

4. The Lanham Act of 1941, established aid to schools affected by population shifts arising out of World War II industries.

5. The Servicemen's Readjustment Act, better known as the "G.I. Bill" began the democratization of higher educational opportunity.

6. "Post-Sputnik" legislation, such as the 1958 National Defense Education Act, supported development of specific curriculum areas at all levels of education.

7. The 1964 Civil Rights Acts and the Higher Education Act of 1965, proposed equal educational opportunity as a national policy.

8. The Elementary and Secondary Education Act of 1965.

It is important to note that federal aid to public education has since the Great Society been highly specific or categorical in nature. This approach clearly promises greater effectiveness in resolving specific problems characteristic of Blacks and the oppressed. It is under attack as pressures grow for middle-class relief from inflation with more general forms of aid. Some argue that more general forms of aid would reduce the chances of federal control of public education, but clearly this is a false belief since categorical or specific aid increases the opportunity for state and local officials to reject undesirable aid, and thereby through conscious choice remain uninvolved in federal aid.

Arguments about the nature of federal involvement could be characterized as follows:

- The educational system needs general aid from the Federal level for the sake of "adequate" support and/or increased equity; others believe that keeping the Federal role focused on special national concerns, such as the treatment of disadvantaged and handicapped children, is the appropriate policy.
- Requirements of the Federal categorical aid programs are unduly restrictive, leading to ineffective use of resources and unnecessary administrative burdens; others believe that "loopholes" in the programs permit resources to be used improperly, and that loosening the restrictions would result in diminished opportunities for pupils with special needs.
- The Federal government should establish service mandates for particular categories of pupils only if it is willing to assume the attendant costs; others argue that all levels of government have the obligation to use their resources to provide "appropriate" services to pupils with special needs.

The workshop participants agreed upon the following findings:

1. Fiscal disparity based on race and income exists throughout the public educational system (Townsel, Summer 1976).

2. Education vouchers are complex and varied (no fewer than eight voucher systems or models exist) and impact differently on Black educational interests.

3. A weighted formula of per capita funding on the state levels can serve the interest of Blacks and low income citizens. Categorical aid programs on the federal level also can serve our interest. Exactly equal treatment of different children is not in the interest of the disadvantaged.

4. The tax burden in this country does not result in fairness to all communities—the rich pay less and get more—the poor pay more and get less. (Townsel, 1979).

5. Systematic and consistent changes must be made within the educational system. This process will require careful study and analysis and must be sensitive to the needs and interest of Blacks and the economically oppressed. These changes should start from the top and proceed downward.

6. In terms of public information we are losing the battle because of a preponderance of misinformation and/or negative information. This must be corrected—or we will not have the level of community support to launch an effective offensive for our children.

7. Means must be found to stem the flight of middle income families from public schools. This group is very important to the political and financial welfare of our public schools.

8. The political system tends to deprive and deny those with the least power to respond. This tendency is very evident in the current federal and state budget cuts.

9. There are few if any high level Black participants on the professional staff of the HEW School Finance Project. This must be corrected!

10. There exists a great need to educate the citizenry on exactly what it is that teachers go through to earn their pay. Such education should assist in developing support for education.

11. The task-force recommends that interested persons write for this publication, *Campaigning for Fair School Finance*. League of Women Voters Education Fund, 1730 M Street, N.W., Washington, D.C. 20036. ■

COMMUNITY AND FAMILY CONCERNS

Presenter: **Ronald Edmonds**
(Lecturer, Research Associate and Project Director, Graduate School of Education, Center for Urban Studies, Harvard University

By: Dr. Sarah Moten, Asst. to Director for Research & Anna Ellenbogen, Research Assistant

GENERAL DISCUSSION

Conscious that an era of ineffective classroom instruction must come to an end, more and more academicians, educators, administrators, parents and others are calling for a recommitment to public education. There is a determination not only to expose the difficulties students face in mastering reading and writing skills, but to make practical and specific suggestions for overcoming them.

For children enrolled in the public school system, quality education is a long standing objective. It is clear that the quality of education received in grades K-12 determines the opportunities and quality of life afforded later in life. Giving children the opportunity to master skills necessary for survival in our rapidly changing society is mandated by parents, regardless of class or status. Parents are concerned about the quality of life that will be experienced by their children. Poor parents, Black parents, Hispanic parents want their children to have equal access to employment and school opportunities. Improving the quality of education offered to their children and initiating necessary changes are the goals of cohesive parent groups everywhere.

For the most part, in attempting to improve the quality of instruction in public schools, parents are not presenting radical agendas to alter or even question the authority structure of schools; nor are parents demanding drastic changes in the social order of their schools and communities. In fact, the opposite may be true. There is a tendency among poor parents to present a more conservative program than programs presented by middle class parents. What these parents' groups are attempting to do is compel school personnel to identify those measures that are needed to assure that children learn the basic skills (i.e. reading, writing, arithmetic). At the very least, parents are sensitive to the need for instructionally effective schools!

An instructionally effective school assures that children will acquire certain basic skills regardless of parental involvement in the school and regardless of the home environment of the child. For, although most parents are very concerned about their children's education and highly committed to their learning progress, it is hideously unfair for a child to be educationally hampered and, as a result, deprived of options greatly influencing his/her opportunities in adult life because of the circumstances of birth. It is the responsibility of the school to teach children certain basic skills. The child's family/home environment (including whether or not a parent is active in parent-teacher associations) cannot be controlled by teachers. It is an exercise in futility for teachers to make effective instruction dependent on their ability to control other factors. Every opportunity must be given to every child to allow the best possible education. With proper stimulation most children can be programmed for high achievement and extraordinary accomplishment. As Edmonds commented:

While recognizing the importance of family background in developing a child's character, personality, and intelligence, I cannot overemphasize my rejection of the notion that a school is relieved of its instructional obligations when teaching the children of the poor. I reject such a notion partly because I recognize the existence of schools that successfully teach basic skills to all children. Such success occurs partly because these schools are determined to serve all of their pupils without regard to family background. At the same time, these schools recognize the necessity of modifying curricular design, text selection, teaching strategy, and so on, in response to differences in family background among pupils in the school (Edmonds, October 1979).

Ronald Edmonds had identified examples of public schools that effectively teach children to acquire basic skills. Moreover, Edmonds gives examples of what is, in fact, possible. His agenda is not an attempt to save the public school system; it is not an attempt to save our children. Rather, he shows us the school environment that is most appropriate in the preparation of children for life. Obviously, such schools are instructionally effective. Instructionally effective schools are those schools that are consistent in their ability to bring students to math, reading and verbal competency. Further, Edmonds points to this assessment as a "central component of any effort to make them effective. In so doing, he explains:

An effective school then, is one in which the children of the poor are at least as well prepared in basic school skills as the children of the middle class. There are such schools and we do know a good deal about what makes them effective, although conventional wisdom tends not to recognize that we do (Edmonds, March/April 1979).

There have been numerous research studies discussing determinants of school achievement. *Coleman, Jencks and others have attempted to explain the increasing problems of inner-city schools. They have implied that it is the characteristics of the children themselves and socioeconomic background that are impeding their ability to learn. Fortunately, there are studies explicitly and unequivocally opposed to this "blaming the victim" ideology (William Ryan, 1970).

A George Weber study focuses on the characteristics of four inner-city schools where children are being successfully taught to read. In describing the schools studied, Weber explains:

Reading achievement in the early grades in almost all inner-city schools is both relatively and absolutely low. This project has identified four notable exceptions. Their success shows that the failure in beginning reading typical of inner-city schools is the fault not of the children or their background—but of the schools. None of the successes was achieved overnight; they required from three to nine years. The factors that seem to account for the success of the four schools are strong leadership, high expectations, good atmosphere, strong emphasis on reading, additional reading personnel, use of phonics, individualization, and careful evaluation of pupil progress. On the other hand, some characteristics often thought of as important to school improvement were not essential to the success of the four schools: small class size, achievement grouping, high quality of teaching, school personnel of the same ethnic background as the pupils', pre-school education, and outstanding physical facilities (Weber, 1971).

In evaluating the Weber study, Edmonds views the research as "essentially correct both in concept and basic research design."

*Jenck's later study modifies the earlier version, *Who Gets Ahead*, 1979.

In his role as senior instructional officer for the New York public school system, Edmonds is involved in a systematic effort to impose the instructionally effective agenda on 20 schools. By directly intervening to alter curriculum in schools and give technological assistance, he creates the most tangible and indispensable characteristics of effective schools:

(1) They have strong administrative leadership without which the disparate element of good schooling can neither be brought together nor kept together;

(2) Schools that are instructionally effective for poor children have a climate of expectation in which no children are permitted to fall below minimum but efficacious levels of achievement;

(3) The school's atmosphere is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional business at hand;

(4) Effective schools get that way partly by making it clear that pupil acquisition of basic school skills takes precedence over all other school activities;

(5) When necessary, school energy and resources can be diverted from other business in furtherance of the fundamental objectives; and

(6) There must be some means by which pupil progress can be frequently monitored (Edmonds, 1979).

Edmonds does not address the issue of good and bad schools, but, "at the very least, the children in low achieving schools should have the same opportunities available to them as children of the high achieving schools." He goes on to point out that, "These opportunities, which do not result from higher overall expenditures, are clearly within the reach of any school today" (Edmonds, 1979).

In 1974, the New York State Office of Education identified two inner-city public schools. Both schools served an analogous student population, with respect to socio-economic characteristics. One school was noted for producing high achieving students and the other for enrolling a significant percentage of low-achievers. This was an attempt to identify those characteristics which make high-achievement possible. The following findings were reported:

- The differences in student performance in these two schools seemed to be attributed to factors under the schools' control.
- Administrative behavior, policies, and practices in the schools appeared to have significant impact on school effectiveness.
- The more effective inner-city school was led by an administrative team that provided a good balance between both management and instructional skills.
- The administrative team in the more effective school had developed a plan for dealing with the reading problem and had implemented the plan throughout the school.
- Classroom reading instruction did not appear to differ between the two schools since classroom teachers in both schools had problems in teaching reading and assessing pupils' reading skills.

• Many professional personnel in the less effective school attributed children's reading problems to nonschool factors and were pessimistic about their ability to have an impact, creating an environment in which children failed because they were not expected to succeed. However, in the more effective school, teachers were less skeptical about their ability to have an impact on children (Edmonds, 1979).

RECOMMENDATIONS

Edmonds is involved in an ongoing effort to identify and analyze city schools that are instructionally effective for poor and minority children. The participants in this session strongly agreed with Edmonds' tools and processes to eradicate many of the ills of urban schools. The group strongly agreed that Edmonds' agenda for instructionally effective schools is applicable immediately. Although Edmonds' agenda does not mandate parental involvement as a necessary ingredient for effective schools, group participants strongly supported the participation of parents in the educational process. There was group consensus that Title I, (ESEA-1965) in its present form of parental participation on an advisory level, should be continued. There was unanimity, within the group that Edmonds' excellent research model should be widely disseminated.

Dr. Edmonds expounded the possiblities:

"There has never been a time in the life of the American public school when we have not known all we need to in order to teach all those whom we chose to teach... the great problem in schooling is that we know how to teach in ways that can keep some children from learning almost anything and we often choose to proceed thus, when dealing with the children of the poor" (Edmonds, 1979).

It is now imperative that parents, teachers, administrators, legislators and academicians everywhere move quickly to demand necessary changes in our public schools. Edmonds concludes by stating:

We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need, in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far (Edmonds, 1979). ■

DISCIPLINE

Presenter: **Dr. N. L. Hogans,** Principal
Carver Comprehensive High School
Atlanta, Georgia

By: Steven R. Jones, Editorial Assistant/Information Officer

Dr. N. L. Hogans, Principal of the Carver Comprehensive High School in Atlanta, Georgia, was the group leader of the workshop on discipline. Dr. Hogans was responsible for establishing the "Carver Model" for dealing efficaciously with discipline at Carver High in Atlanta.

The hallmark of the program or model is that it utilizes what Dr. Hogans refers to as the "multiplier effect" such that various forces are brought together for the purpose of having an input into the system governing discipline procedures at Carver High. Various sectors of the local community, the public and private sectors, religious personnel, the parents, teachers, counselors, and the students themselves have the access to channels which impact on policy formulations dealing with disciplinary procedures.

Another salient feature of the "Carver Model" is that it uses a "humanistic approach" in dealing with discipline such that those responsible for enforcing discipline must seek to communicate with the inner-being of the student. The self-esteem and self-worth, in addition to the basic respect of the student must not be denigrated by the principal, teacher, or other school personnel. The fact that the "Carver Model" integrates the input and participation of the various sectors of the community as well as the various cleavages to be found within the school itself, lends itself to this "humanistic approach." The model flows around the child such that it collapses around the student. The Carver Model is systemic as it relates to the needs of the students, whether those needs be of a moral, spiritual, social, or an academic nature.

This "model" also utilizes the higher educational system in the metropolitan area. The collegiate institutions which comprise the Atlanta University System and Georgia State University are examining, analyzing, and perfecting the Carver Model. By integrating the varying forces within and without the school in the decision-making processes impacting on the formulation of discipline guidelines and procedures, the discipline-formulation process has been decentralized.

Atlanta Superintendent Alonzo Crim stated that "Discipline in the school system is not just the responsibility of the student. It is the responsibility of us all (Terry, Aug. 8, 1979). This tends to support Dr. Hogans' contention that "Discipline is a shared function" which supports his utilization of the various cleavages within the local community and the school itself. School discipline policies and programs which de-emphasize the input of some sectors could create problems.

In any effectively administered school, students must be made aware of the discipline guidelines of the school, and all students must be apprised of their rights. This point was brought home with clarity and rather vigorously by Dr. Hogans.

On Day One of the academic school year, he makes sure that the school's policies, guidelines, standards, values, and expectations are communicated to the students, teachers, and support staff alike. It is also imperative that the school communicate to all concerned the conflict management techniques and alternative behavior expectations. Dr. Hogans commented on the importance of imparting to the student a positive indoctrination of the school's mission, expectations, standards, and goals, and stressed the urgency of apprising the entire school as well as the parents at the earliest juncture of the school year. This would eliminate confusion, etc., later in the term. These standards and mores may also be communicated at regularly-scheduled assemblies.

The provision of support services with funding, personnel, and volunteers is also essential to discipline control procedures, especially as this personnel can alleviate some of the burden which is placed on the classroom teacher. There should be an assurance that the basic subject matter is being taught, and it might be added, learned (on the part of the student).

Moreover, another central cog in the wheel of control/discipline policy is the mobilization of external support from the local community, community organizations, businesses,

churches, etc., which Dr. Hogans implies is the nucleus of the humanistic approach of the Carver Model.

It was recommended that there be a reduction in the use of suspensions and corporal punishment, and provide counseling in their stead. The use of in-house or in-school suspensions programs was mentioned as an alternative discipline strategy.

According to Claiborne R. Winborne, Special Education Consultant, King William County Public Schools, King William, Virginia:

Keeping suspended students at school—but isolated from other students—makes more sense and is more effective than giving them a "vacation" away from school.

The restriction on social interaction imposed by the program works well . . . to discourage disruptive behavior. Deprivation of this peer contact is viewed by the students as a very negative consequence for maladapted behavior especially as it occurs within the school setting.

When students are kept in the educational environment, their chances for successful reentry into the classrooms are greatly increased, (Winborne, 1980).

Steps should be taken to organize student and parent organizations. Parent-education programs should be implemented, and at the same time, staff development programs should be instituted for teachers and other educational personnel of the school.

The school should provide for job referral and job-training programs for high school students. This was referred to as "survival education."

The last recommendation is that the schools should work in concert with the parent (family) and community to impact on discipline.

The model solution strategies suggested were: (1) Needs-assessment process should be jointly developed with staff, students, and parent to impact on discipline assessment; (2) Develop school, classroom, and individual goals and monitor to assess the progress achieved toward these ends; (3) Weekly/monthly staff development workshops to meet identified needs; (4) School/classroom development workshops should be instituted to monitor progress daily/weekly on an informal/formal basis; (5) Implementation of school, classroom, and individual solution strategies; and (6) Make changes as they are needed.

Dr. Hogans during the course of the two-day workshop asked the participants that of the three major problem areas in their schools, where would discipline fall on their priority list. Hogans stated categorically that his objectives are as follows: (1) the importance of placing strong principals in the schools; (2) the importance of improving the school environment and climate for teaching and learning; (3) jointly developing staff development/school management procedures with teachers, support staff, students, and various other division within the local community; (4) formulating control/discipline procedures; and (5) the establishment of self-esteem strategies to enhance the students' self-worth, which is a feature of the "humanistic approach" which is also advocated as a means of handling discipline problems. ■

CURRICULUM – EDUCATIONAL DIAGNOSIS EVALUATION AND PLACEMENT

Presenter: **Dr. Geneva Gay,** Professor
College of Education
Graduate Education Division
Purdue University

Dr. John Algee, Physician
Union Medical Center
Washington, D.C.

By: Dr. John Fleming, Senior Fellow

GENERAL DISCUSSION

The Curriculum and Testing and Evaluation Workshops were combined. The participants decided to discuss curriculum and testing in the context of defining an educated person.

An educated person is one who is competent in the basic literacy skills and has job competencies useful in the labor market. This person must have the capacity to understand the world and function in it. He has to be a conceptualizer and interpreter, extractor, evaluator and a synthesizer. An educated black person differs from an educated white, in that the black must be able to function in the mainstream as well as in the microculture of the black experience. A black person must be bicultural and bifunctional.

In the area of testing and evaluation, black students are faced with triple difficulties. In addition to the cultural and racial bias of the tests, the students are often inadequately prepared to deal with the written test form. One participant suggested that this inadequacy is in part due to a history of oral tradition. Alternative forms of testing, perhaps using audio-visual equipment, could be devised to test and evaluate black students. The current testing instruments must be evaluated to eliminate cultural and racial bias.

Too often, tests are used to confirm a teacher's bias. When teachers are unable to handle or control certain students, they can define the students, through tests, as educationally handicapped and place them in classes for these groups. There is an inability on the part of teachers to deal effectively with black students, because teachers often lack basic training in dealing with culturally diverse groups. More attention is sometimes given to middle class children rather than poor children, or to children who are motivated to learn and respond in class rather than those who are considered troublemakers, indifferent and nonresponding. Black youth who are unmotivated need more individualized attention from their teacher than white students. If teachers are aware of the cultural background of their students, they will then not likely misinterpret black students' response to tests or the mode of response (Harper, p. 136).

More black teachers with a black orientation must be present in the classroom. The black teacher must be conscious of and committed to a black identity since positive black role models are needed. These teachers need to take an advocacy position. Middle class black teachers who, for any number of reasons, cannot empathize with their black students must be sensitized as is often the case with white teachers. Educators must use as a premise the notion that they are in the service of their students.

No single testing modality or criteria should be used to make decisions regarding grades, promotions, admissions, repeating courses and so forth. Because of the use of single testing modality, a disproportionate number of black children are being channelled into classes for the mentally retarded. In Florida, for instance, black children comprise 20% of the student enrollment but constitute 65% of the students enrolled in classes for the mentally retarded and handicapped. Once these children are identified as retarded or educationally handicapped, the label remains and they are stigmatized throughout their academic career. One person suggested that if the black community wants to protect its children, it must demand that full comprehensive evaluations be performed by a team of specialists. Others in the workshop strongly disagreed.

There is a need to inform black parents and the community of the full significance of testing. They must be aware of how tests are used for and against black students. Information for parents should be made available as to whether the state they live requires their permission to test and place their children in special education courses.

When students are placed in special education classes, they and their parents should be informed of their rights under Public Law 94-142. PL94-142 stipulates that curriculum plans are to be developed to integrate handicapped children into regular instructional programs they are capable of handling. The instructional plans must be developed in collaboration with the student, the student's guardian, the counselor and the teacher (Gay, Nov. 1979).

Curriculum specialists need the expertise of advisory committees that are racially, socially and ethnically mixed, identifying issues pertinent to the black community. Blacks must be represented on these committees if they want the curriculum to reflect Afro-American culture and be beneficial to black youth.

The availability of public monies for special education has also caused more youth to be shuttled into these programs. A school district's decision to go after monies earmarked for career education, ethnic heritage, or education for the handicapped is also a decision about what the curriculum development processes will be, should the funds be awarded (Gay, p. 182). ■

RECOMMENDATIONS

The workshop participants recommended that:

1. Teachers must be held accountable for the presentation of a given body of knowledge,

2. The existing body of knowledge should be relevant to the black student;

3. There should be a complete examination of the reasons for the disproportionate number of black students who are in special education.

4. There should be no single modality used to determine success or failure in the area of placement, promotion and other important decisions about the future and lives of youngsters.

ALTERNATIVE EDUCATION

Presenters: **Carol Gibson,** Director of Education
National Urban League
New York, New York

R. David Hall, Executive Director
D.C. Street Academy
Washington, D.C.

By: Donna Donato, Research Assistant

Alternative education represents an educational program that embraces subject matter or teaching methodology that is not generally offered to students of the same age or grade level in traditional school settings. Furthermore, alternative education offers a broad range of educational options, and includes the use of program methods and materials that facilitate student access to learning. Programs should be relevant to the student's educational needs and interest (as indicated by the student) and should facilitate positive growth and development in academic, occupational and social skills.[1] (HR 6897) These programs should be designed to offer a well rounded education and should encourage students to learn and think critically, rather than merely store knowledge. Students should receive assistance in learning to learn, learning to communicate effectively and to negotiate the American political and economic systems.

Alternative education has proven its viability, by providing options, to fill the void created by often ineffective traditional education. According to Carol Gibson, Education Director for the National Urban League, the Urban League's experiences with alternative education

...substantially demonstrates that culturally biased practices can be discounted, valid standards of achievement can be utilized, and our constituents can attain skills which enable them successfully to compete within all of their groups (Congressional Record, March 1980).

Alternative education provides those people who had traditionally been turned off and discouraged by formal education an opportunity to discover that they can learn basic skills as they learn about and act in regard to their lives and their communities (CR, 1980).

By evaluating successful alternative schools, such as DC Street Academy and Howard University's University Without Walls, a list of common components responsible for the school's success was devised. In order to operate effectively, alternative schools should have the following components: good school and community ties, educational programs and curriculum designed to serve the clientele's needs, appropriate general staffing pattern, strong individual staff member criteria, adequate funding, and an appropriate physical plant. While all schools, both traditional and alternative, should have these components, the difference lies in the function or mission of alternative schools. They should be designed to meet the particular needs of their clients rather than existing without regard for the special requirements of the student population being served.

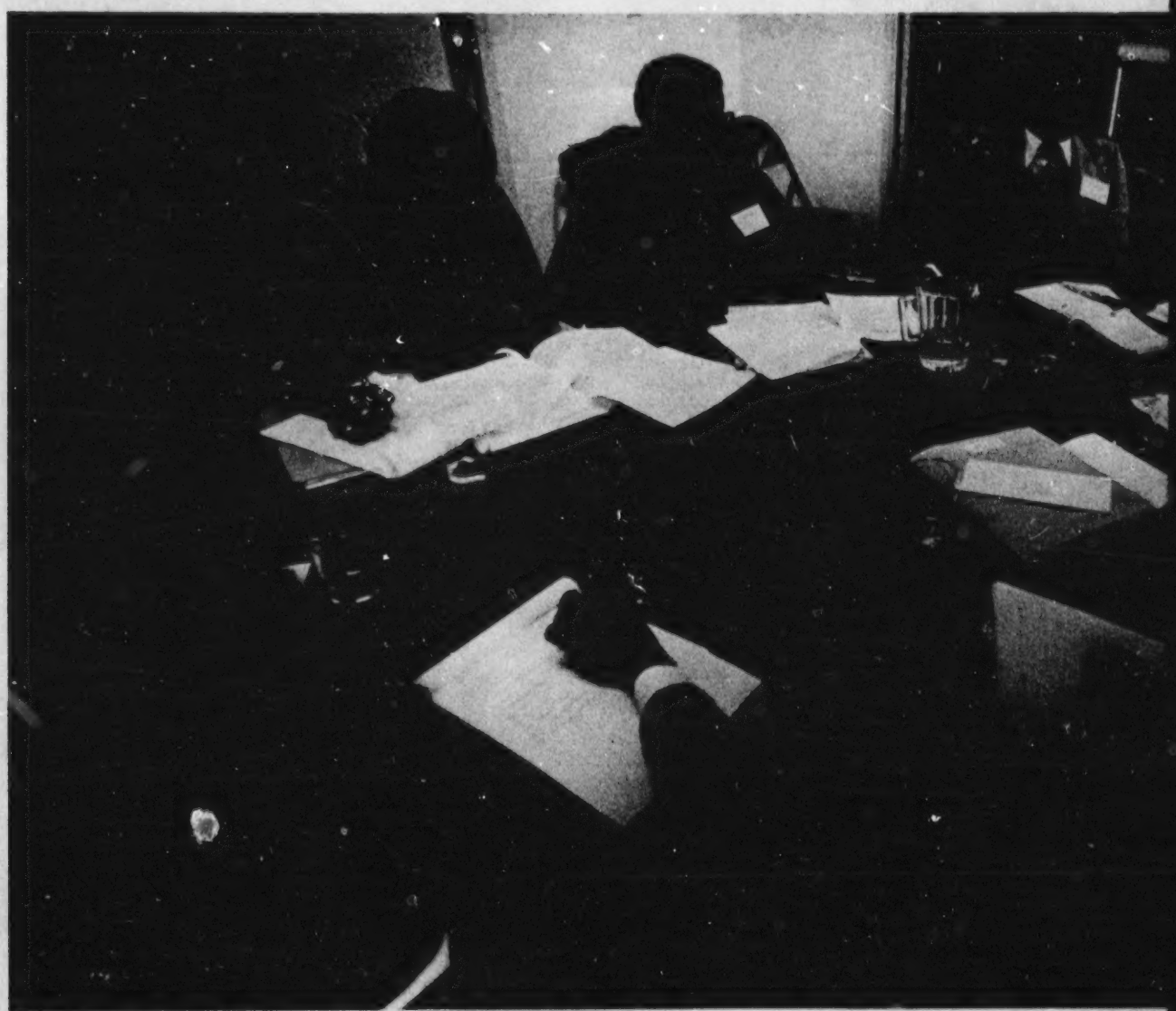
It is essential that the school administrators and staff estab-

lish a good rapport with the community in which the school is located. One way to establish this rapport is to make the school space accessible to the community residents. The school becomes multi-usable, serving a variety of community needs. By developing systematic ways to interact with community policy makers in government and business, the alternative school insures job opportunities for its graduates and the necessary financial assistance for its subsistence. Administrators should encourage the business sector to participate in the education and training of youth who have a high risk of unemployment. The skills of these youth could be developed to meet the needs and priorities of the community.

Furthermore, schools should devise ways of involving parents in their operation. Parental involvement in policy making has the possibility of increasing student commitment and decreasing the likelihood of school-related behavior problems. Town meetings rather than PTA's should be utilized to discuss schools and policies.

The educational program and curriculum will determine to a great extent the effectiveness and success of the school. The school's methods and approaches should be developed after the data base for the school population has been gathered. The alternative program must be designed to meet the targeted students' needs. These programs should be beneficial to the students rather than serving as protection for the status quo. Alternative education should be held to the same standards as traditional education: Does the education program enable students to acquire those basic skills that assure successful access to the next level of schooling.[4] (Rep. Chisholm, March, 1980)

The success of an alternative school is also dependent upon its staffing patterns. There should be flexibility in the staffing of



the school; hiring personnel to meet student needs. Administrators should employ generalists with specialties; people qualified and willing to teach more than one subject. Every school should employ certified reading teachers, instructors, counselors, and communication specialists. If financially possible, diagnostic persons to determine students' disabilities and devise diagnostic tools, career developers and psychologists should also be employed where necessary.

It is extremely important that the top administrator be a dynamic and strong leader. The principal or director, as chief administrator, has the role and responsibility of leading and organizing and presenting him/herself as concerned with the welfare of the school and all members in it (Harper, 1977).

The teachers, generalists with specialties, are responsible for bringing out the student's potential, motivating strengths and stirring the student to learn and develop his/her potential.

Teachers in alternative schools must be able to empathize with students' cultural differences in their crisis and struggle for survival in school and life. One of the teacher's primary functions is to provide a role model which students will want to identify with, respect and emulate. If the school is to be successful in educating youth, it is essential for school personnel to respect these youth and the culture and contributions of all people.

Funding of an alternative school is often one of the most critical and crucial areas. Each year most schools must search for financial assistance for the coming school term, with the source of funding sometimes uncertain. HR 6897, which would amend the Elementary and Secondary Elementary Act of 1965, is presented by Rep. Shirley Chisholm as a more innovative and effective way to inject new federal money into alternative schools. Even if this bill becomes a reality, alternative schools should attempt to establish a consortium of funding sources which would include federal, state and local funds, foundation grants, and contributions of the corporate and minority communities. The funding program should be designed and utilized in a manner to insure the autonomy and integrity of the school.

While alternative schools do not require elaborate facilities, the facilities used must be conducive to learning. The school is a student's part-time home of learning and can be a symbol of pride, love, and identification or it can be a symbol of shame, hate and alienation (Harper, 1970). It is important that old facilities be brightened up with paint, frequent renovations and repairs and with updating of facilities and equipment. The school's director should be directly responsible for maintenance rather than a faceless bureaucracy downtown. The school's space should be large enough to accommodate approximately 250 students or less.

FUTURE AND RECOMMENDATIONS

Alternative schools arise through dissatisfaction with current practices in American public education at the elementary and secondary levels. There is a need for these alternative schools because they serve the special and particular need of students. They also serve as an important and vital laboratory for learning and teaching.

The future of alternative schools is dependent upon the abilities of public schools to adapt themselves to the needs of students. They will continue to be sought by students as long as the reasons and needs for alternatives continue to exist. Perhaps HR 6897 will spark innovating educational alternatives which might eventually be adopted, on an equitable basis, within the public school system (Rep Chisholm, March, 1980). If public schools incorporate the fundings and methods which have been successfully used by alternative schools into programs and policies, more students will remain within public institutions.

Federal funding should be made available on a direct grant basis to alternative schools which serve a population eligible to receive public instruction. This funding should be made available on the basis of demonstrated effectiveness with the student population being served. An alternative school's eligibility for federal funds should be in part determined by its recruitment policies, which must be in compliance with Title IV of the 1964 Civil Rights Act. The racial and ethnic composition of the student body must not be used as the sole basis for the denial of federal funding. ■

Reception for *Elusive Equality: The Status of Black Americans In Higher Education*

Rayburn House Office Building—
Washington, D.C.
March 27, 1980

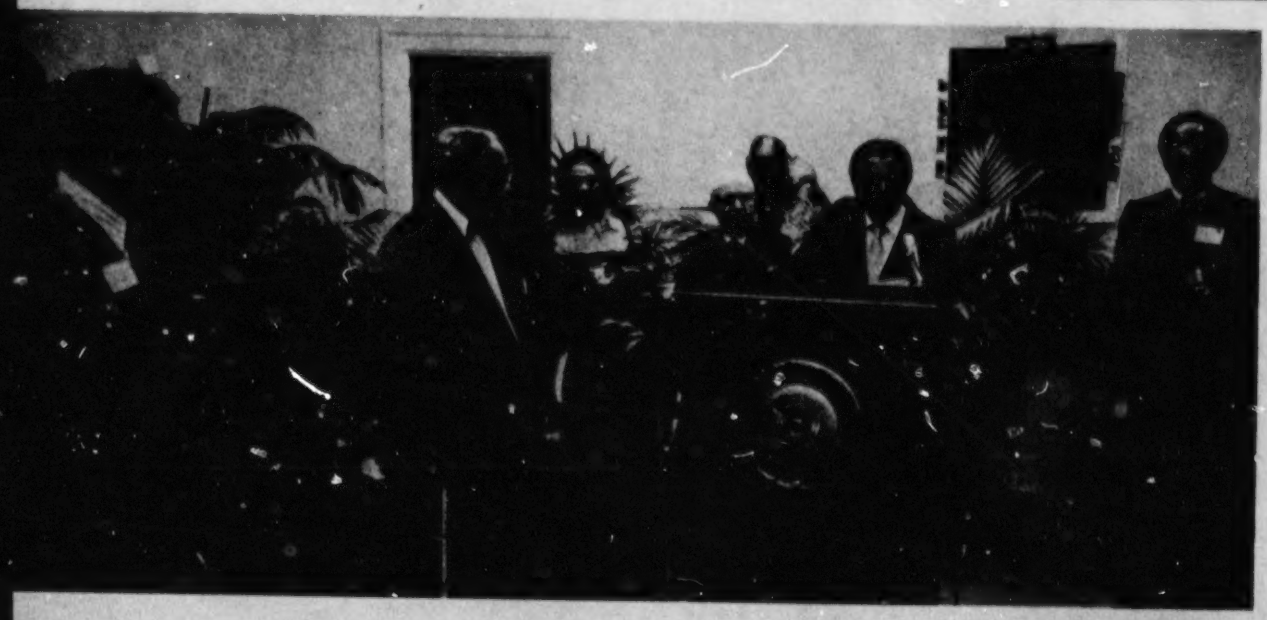
The first day of the Black Educators' Conference was capped by a reception on Capital Hill honoring the publication of *Elusive Equality: The Status of Black Americans in Higher Education,* authored by Dr. Lorenzo Morris, Senior Fellow, and published by the Howard University Press.

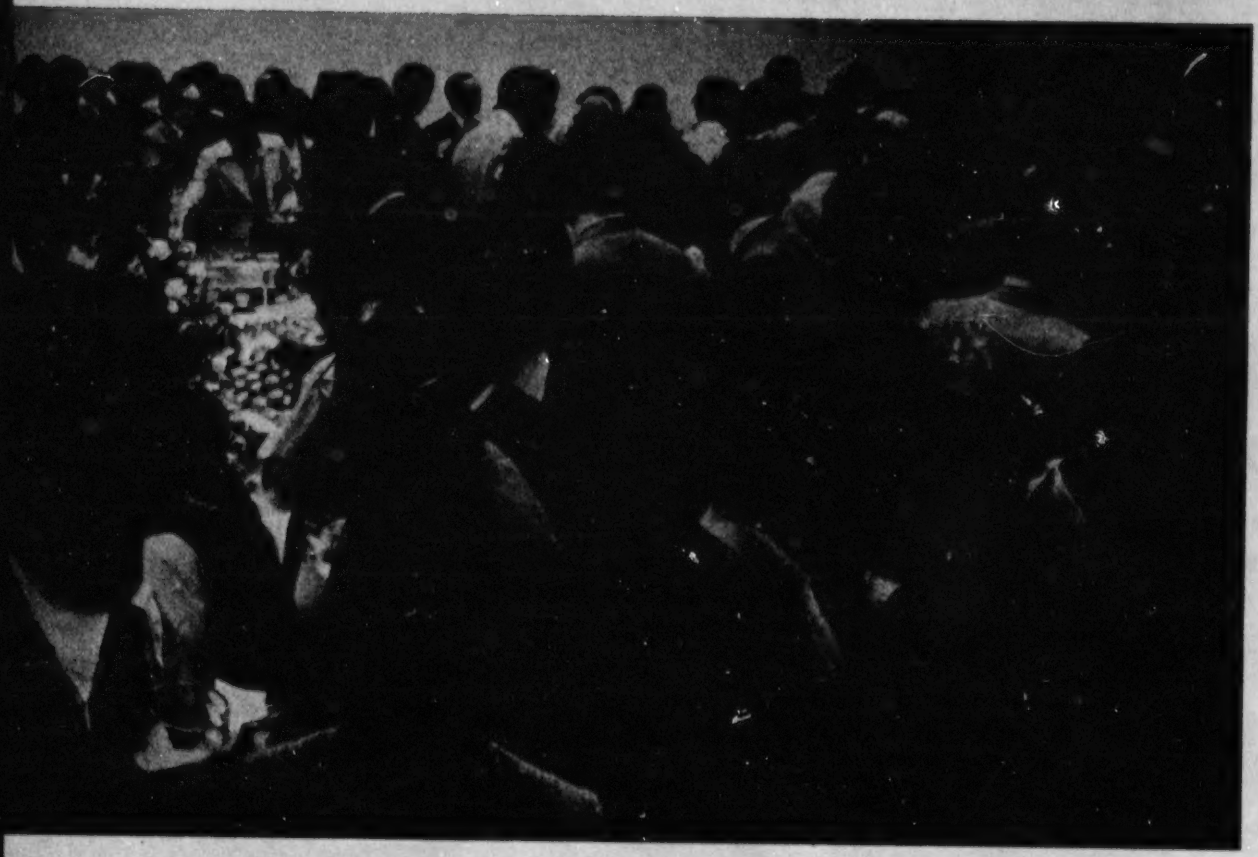
Dr. James E. Cheek, President of Howard University, Howard University Press and its executive director, Charles F. Harris, and 37 other individuals, including most of the members of the Congressional Black Caucus and the presidents of local universities, co-sponsored the reception.

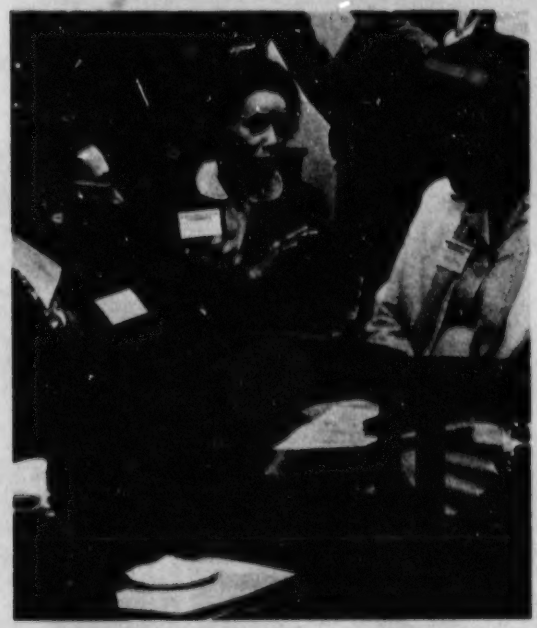
The monograph monitored the status and progress of Blacks in post-secondary education from 1975 to 1977, and contained major evaluations of the achievement and potential of public policy in higher education.

Dr. Morris, in his remarks, warned that "there has been little favorable redistribution of blacks in higher education in recent years." He further observed: "The growth in black enrollment has tapered off, and the proportion of blacks in graduate and professional schools has been virtually stagnant."

Among the special guests in attendance were Rep. Robert Drinan (D-Mass.); Rep. Louis Stokes, (D-Ohio); Carol Gibson, Director of Education, National Urban League; Carol J. Smith, National Advisory Committee on Black Higher Education; Hilda Mason, D.C. City Council; Joan Wallace, Assistant Secretary of Agriculture for Administration; Dr. Charles Wesley, noted Black historian; Mrs. Dorothy Porter Wesley, former curator of the Moorland-Spingarn Collection, Howard University, and William L. Smith, U.S. Commissioner of Education.







BLACK EDUCATORS' CONFERENCE WORKSHOPS

GROUP

I. ECONOMICS AND PUBLIC FINANCING OF SCHOOLS
Dr. Kenneth Tollett

II. COMMUNITY AND FAMILY CONCERNS
Mr. Ronald Edmonds

III. DISCIPLINE
Dr. N. L. Hogans

IV. EDUCATIONAL DIAGNOSIS EVALUATION AND PLACEMENT
Dr. Mary Berry
Dr. John Algee

V. CURRICULUM
Dr. Geneva Gay

VI. ALTERNATIVE EDUCATION
Dr. Carol Gibson
Mr. R. David Hall

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